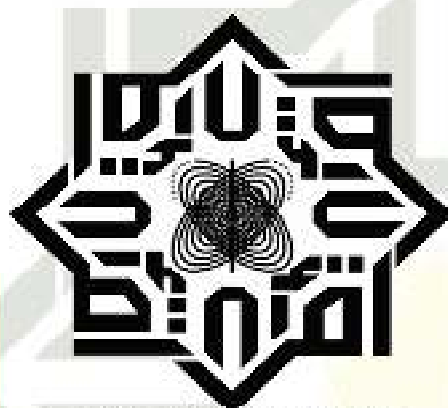




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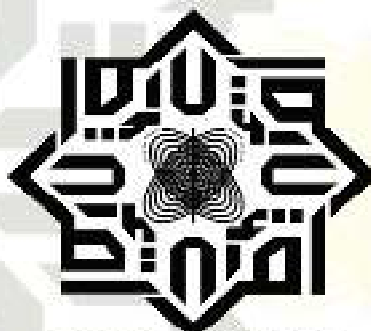
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**THE CORRELATION BETWEEN STUDENTS' PERSPECTIVE OF  
TEACHER'S INTERPERSONAL BEHAVIOR AND STUDENTS'  
ENGLISH ACHIEVEMENT AT STATE ISLAMIC  
SENIOR HIGH SCHOOL 2 PEKANBARU**

A Thesis

Submitted to Fulfill One of Requirements  
For Undergraduate Degree in English Education  
(S. Pd.)



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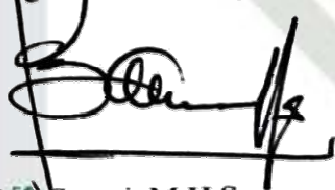
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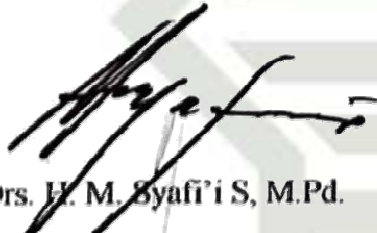
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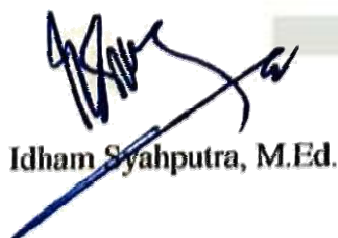
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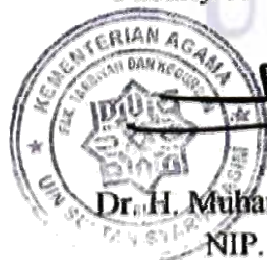
  
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Pekanbaru, December 2019

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**ABSTRACT**

**Hafizah P Pratiwi (2019): The Correlation between Students' Perspective of Teacher's Interpersonal Behavior and Students' English Achievement at State Islamic Senior High School 2 Pekanbaru**

The purpose of this research was to examine whether there is any significant correlation between teacher's interpersonal behavior and English achievement at the eleventh grade students of State Islamic Senior High School 2 Pekanbaru. There were 47 students as samples by using purposive sampling technique. This research used quantitative approach and the type of this research was a correlational. In collecting data, the researcher distributed the questionnaire to the respondents in order to determine the students' perspective of teacher's interpersonal behavior, which consisted of 18 items and constructed based on the indicators of teacher's interpersonal behavior by Wubles, et al (1985) and used documentation of the students' score made by the English teacher of the school to determine students' English achievement. The researcher used Pearson Product Moment Correlation through SPSS 25.0 to analyze the data. The result of this research showed that sig.r obtained value was 0.285 which was higher than alpha value (0.05). It means that null hypothesis ( $H_0$ ) was accepted while alternative hypothesis ( $H_a$ ) was rejected. The value of  $r_{obtained}$  was  $0.159 < r_{table}$  was 0.288. In conclusion, there was no a significant correlation between students' perspective of teacher's interpersonal behavior and students' English achievement at State Islamic Senior High School 2 Pekanbaru.

**Key word: Interpersonal Behavior, English Achievement.**



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## ABSTRAK

### **Hafizah P Pratiwi (2019): Hubungan antara Perspektif Siswa terhadap Perilaku Interpersonal Guru dan Prestasi Bahasa Inggris Siswa MAN 2 Pekanbaru**

Tujuan dari penelitian ini adalah untuk menguji apakah terdapat hubungan yang signifikan antara perspektif siswa terhadap perilaku interpersonal guru dan prestasi belajar bahasa Inggris pada siswa kelas sebelas di MAN 2 Pekanbaru. Terdapat 47 siswa sebagai sampel dengan menggunakan teknik purposive sampling. Penelitian ini menggunakan pendekatan kuantitatif dan jenis penelitian ini adalah korelasional. Dalam mengumpulkan data, peneliti membagikan kuesioner kepada responden untuk menentukan perspektif siswa tentang perilaku interpersonal guru, yang terdiri dari 18 item dan dikonstruksi berdasarkan indikator perilaku interpersonal guru oleh Wubles, et al (1985) dan juga menggunakan dokumentasi nilai siswa yang diperoleh dari guru bahasa Inggris untuk menentukan prestasi bahasa Inggris siswa. Peneliti menggunakan Korelasi Pearson Product Moment melalui SPSS 25.0 untuk menganalisis data. Hasil penelitian ini menunjukkan bahwa nilai sig.r yang diperoleh adalah 0,285 dimana lebih tinggi dari nilai alpha (0,05). Ini berarti bahwa hipotesis nol ( $H_0$ ) diterima sementara hipotesis alternatif ( $H_a$ ) ditolak. Nilai dari r yang diperoleh adalah  $0,159 < r_{tabel} 0,288$ . Kesimpulannya, tidak ada korelasi yang signifikan antara perspektif siswa terhadap perilaku interpersonal guru dan prestasi belajar bahasa Inggris siswa di MAN 2 Pekanbaru.

**Kata kunci:** *Perilaku Interpersonal, Prestasi Bahasa Inggris.*

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### ملخص

حافضة ف. فرتوي، (٢٠١٩): العلاقة بين منظور التلاميذ وسلوك شخصية المعلمين وإنجاز التلاميذ في مادة اللغة الإنجليزية في المدرسة الثانوية الإسلامية الحكومية ٢ بكنبارو

يهدف هذا البحث لمعرفة علاقة هامة بين سلوك شخصية المعلمين وإنجاز تلاميذ الفصل العاشر في المدرسة الثانوية الإسلامية الحكومية ٢ بكنبارو في مادة اللغة الإنجليزية أخذ ٤٧ تلميذا كالعينة باستخدام تقنية معاينة هادفة. استخدم المدخل الكمي بدراسة العلاقة. لجمع البيانات، ورجع الاستبيانات على المستجيبين لتحديد منظور التلاميذ عن سلوك شخصية المعلمين التي تتكون من ١٨ مادة وشيدت على أساس مؤشرات السلوك الشخصية لدى المعلمين كما رأى وبليس (١٩٨٥) وباستخدام توثيق قيمة التلاميذ التي تم الحصول عليها من معلمي اللغة الإنجليزية لتحديد إنجاز التلاميذ في مادة اللغة الإنجليزية. لتحليل البيانات، استخدم إرتباط شخصي ضرب العزوم من خلال برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٥٠٠. تدل نتيجة البحث على أن قيمة سيج.ر المحسولة هي ٠,٢٨٥ أكبر من قيمة ألفا (٠,٠٥) وهذا مما يعني أن الفرضية المبدئية مقبولة والفرضية البديلة مردودة. وقيمة  $r$  المحصول هي ٠,١٥٩  $r > ٠,٢٨٨$  واستنتاجه هو عدم العلاقة الهامة بين منظور التلاميذ عن السلوك الشخصية للمعلمين وإنجاز تلاميذ الفصل العاشر في المدرسة الثانوية الإسلامية الحكومية ٢ بكنبارو في مادة اللغة الإنجليزية.

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الكلمات الأساسية: السلوك الشخصية، إنجاز اللغة الإنجليزية

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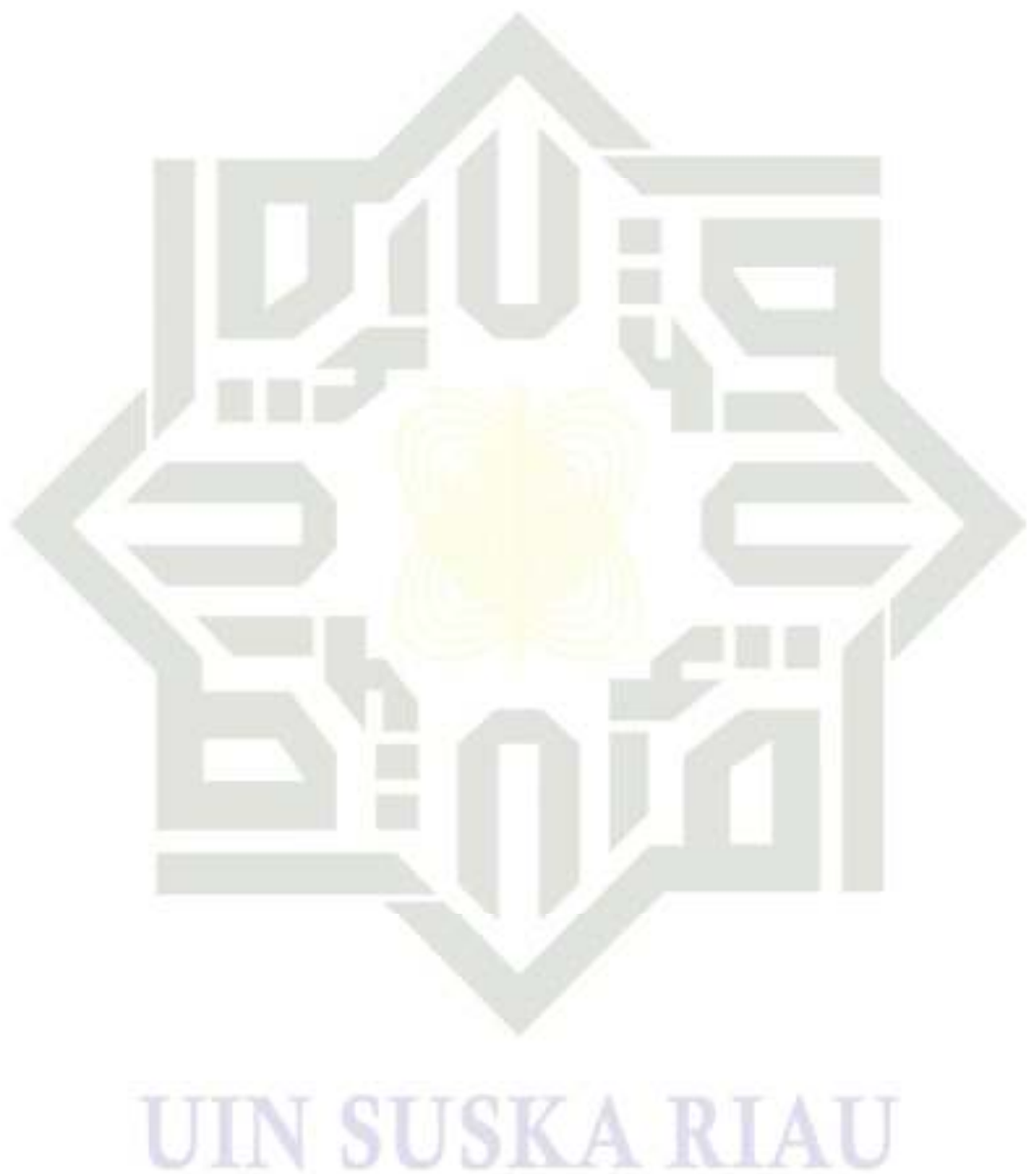


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## CHAPTER I

### INTRODUCTION

This chapter introduced the problems as a basis to conduct this research.

The purpose of this chapter was to explain the important and reason why the topic of teacher's interpersonal behavior was necessary to explore. The first section of this chapter was background of the problem that consists of the issues of teacher's interpersonal behavior. The second section of this chapter was about problem of this research that being a foundation to conduct this research. It consisted of identification, limitation, and formulation of the problem. The next section was objective and significance of the research, and then followed by reason for choosing the tittle. The last section of this chapter was definition of the terms that would guide the reader and researcher to understand the terms used in this research.

#### A. Background of the Problem

Teacher's interpersonal behavior is an important element of the learning environment (Wei, et al. 2009). Classroom environment can be used as sources of prediction and criterion variables in the research. Good learning environment is made by good interaction between teacher and students in the classroom. The interaction among teacher and students itself is one of points that accompany learning activities (Goh & Fraser, 2009). The relationship among teacher and students should be one of the important keys for successful teaching and learning activities in the classroom, because it will



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support to create a good classroom environment. Not only be the most significant factor in determining successful teacher's work, but also relationship among teacher and students plays an important role in the academic achievement of students (Mehdipour & Balaramulu, 2013).

English achievement is known as part of teaching and learning activity, since achievement is one of the products of learning result. The successful teaching and learning process can be reflected by student academic achievement (Karadag, 2017). Despite there are many factors influence student achievement, such as motivation (Ningrum & Matondang, 2017; Fadillah, R., 2014), learning method (Miller & Cuevas, 2017; Bester & Brand, 2013), teacher effectiveness (Ronfeldt, et al., 2012; Heck, R., 2009) and also teacher behavior (Dar & ghani, 2016; Gedamu & Shure, 2015; Mehdipour & Balaramulu, 2013; Wei, et al., 2009). Achievement also can be defined as many things, and one of them is student score that was gotten from assessment on some competences related to the subject material (Karadag, 2017).

In line with curriculum of 2013 that is used in common school in Indonesia, especially State Islamic Senior High School 2 Pekanbaru, there are 4 main competences included in K13 document. The competences are religious, attitude, knowledge, and practical competence. These all should be delivered during teaching and learning process. In delivering the four competences, as educator, the teacher takes an important role within. How teacher adds the religious and attitude competences in knowledge and

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practical competence should be based on good relationship with the students. Overall, it is commonly agreed that teacher–student relationships take an important role in the classroom as a learning environment (Sivan & Chan, 2013).

Generally, every teacher has different interpersonal behavior. Some teachers are distant and some others are sociable. Some are well-organized and others are chaotic (Maulana et al., 2011). However, the relationship between teacher and students are strongly associated with students' achievement and motivation in all subject areas, especially in English (Brok et al., 2005). It also can be said that teacher interpersonal behavior explicitly will influence the students' interesting in learning English and it also impact to their output or achievement in learning English. Meanwhile if there is no two-ways interaction between teacher and students it can be a factor of the lack of students' interest. How teacher interpersonal behavior influence students' interest and achievement in the classroom needs to investigate more.

The term of interpersonal behavior could be developed in many focused topics. Most of previous researchers interested in developed the relationship between teacher's interpersonal behavior with another fields such as students' achievement (e.g. Omozele, 2017; Dar & Ghani, 2016; Gedamu & Shure, 2015; Mehdipour & Balaramulu, 2013; Sivan & Chan, 2013; Brok et al, 2010; Wei, et al., 2009; Goh & Fraser, 2000), attitudes (e.g. Zanden et al., 2015; Brok et al., 2005), self-regulation (e.g. Shahmohammadi, 2013) and classroom environment (e.g. Kim at al., 2010).





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The others have focused on students' perception of their teacher's interpersonal behavior (e.g. Petegan et al., 2008; Telli at al., 2007; Wei & Onswad , 2007; Koul & Fisher, 2005; Brok & Oord, 2004) and some on the importance of teacher's interpersonal behavior (e.g. Maulana et al., 2011; Brok at al., 2005). Fewer studies have examined the improving of interpersonal behavior (e.g. Brok et al., 2002) and comparing with one country to another (e.g. Wubbels & Levy, 1991).

Most of these studies suggest comparing the perceptions' differences between students and teachers. Both perceptions will get different result even it carries out in the same time; since teacher and students have different way in perceive teacher's interpersonal behavior. They also propose the differences in perceptions between male and female students, since gender differences in perceptions of preferred behavior have not been investigated before (Brok & Oord, 2004). These suggestions can use to be a consideration for the next research.

Interpersonal behavior of teacher was also mostly conducted in secondary science, mathematics, physics or biology classroom environments. Meanwhile, English class was not commonly used (Wei, et al. 2009). In addition, many of the previous studies have been carried out on examining learning environments in different parts of the world, but just a few have been reported from Indonesia as Maulana et al. (2011) did. Teaching and learning English as foreign language in Indonesia may provide an additional knowledge base on terms of teacher–student relationships from an Indonesian



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perspective. The relationship between teacher's interpersonal and their students in Indonesia as EFL country are relative scarce. This topic can be used for teachers, teacher trainers and policy makers in Indonesia, because this study consist of how communicating among teacher-student does (Maulana et al., 2011).

State Islamic Senior High School 2 Pekanbaru is one of the State Islamic Senior High Schools in Pekanbaru City, Riau Province. As one of the formal institutions, this school provides the English lesson for the students. Based on researcher's preliminary study on March 23<sup>th</sup> 2019 by interviewing some students in X science class, the communication between teacher and students were used in teaching and learning process, both verbal and non verbal communications. The teacher had also tried to build good environment in the classroom. As a result, some students enjoyed and payed their full attention to their teacher during teaching and learning process. On the other hand, some students thaugh that their teacher was so serious in delivering knowledge. For the some reason, they were afraid to this teacher. This kind of situation influence their communication with the teacher, then it would get impact to their perspective of this teacher. It also could cause the two-ways communication itselfs can or can not be achieved. Meanwhile the two-ways communication is the important thing to make a good environment in the classroom (Goh & Fraser, 2009).

Based on the problems above, the researcher was interested in investigating the problems above into a research entittled "The Correlation

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between Students' Perspective of Teacher's Interpersonal Behavior and Students' English Achievement at State Islamic Senior High School 2 Pekanbaru”.

### **B. Problem of the Research**

#### **1. Identification of the Problem**

To help researcher easier to conduct the research letter on, the researcher needed to identify the problems discussed in the following questions:

- a. What are the students' perceptions on their English teacher's interpersonal behavior?
- b. Does the teacher's interpersonal behavior affect students' achievement in English classroom?

#### **2. Limitation of the Problem**

After identifying the problems stated above, thus, the researcher needed to limit and to focus the problem of the research on the correlation between students' perspective of teacher's interpersonal behavior and students' English achievement at State Islamic Senior High School 2 Pekanbaru. This research only focused on students' perspective of their teacher's interpersonal behavior. Since students directly got the effort of interpersonal of teacher, students' perspectives were better to take. Students' perspectives would give clear representation of teacher's interpersonal behavior.

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This research would also only do in the classes which have same English teacher. So, the students only assessed the interpersonal behavior of one teacher. It was chosen because concerning to different interpersonal behavior of every teacher. In addition, the achievement that would be taken was English achievement which was from students score on semester test.

### 3. Formulation of the problem

Based on the problem of the research, the researcher specified the problems discussed in the following formulated question:

- a. Is there any correlation between the students' perspective on English teacher's interpersonal behavior and the students' achievement in English?

### C. Objective and Significance of the Research

#### 1. Objective of the Research

Based on identification of the problem, the researcher specified the objective of this research as follows:

- a. To examine the students' perspective of English teacher interpersonal behavior at State Islamic Senior High School 2 Pekanbaru.
- b. To examine the correlation between the students' perspective of English teacher's interpersonal behavior and the students' achievement at State Islamic Senior High School 2 Pekanbaru.



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## 2. Significance of the Research

In the end of this research, the research findings were expected to be valuable both practically and theoretically.

- a. Practically, the research findings were expected to be valuable and helpful for teacher and students in teaching and learning process related to teacher's interpersonal behavior and students' English achievement.
- b. Theoretically, the research findings were expected to be useful as reference for developing the theory of language teaching, especially in teacher's interpersonal behavior for increasing students' English achievement.

### D. Reason for Choosing the Title

There are some reasons why the researcher was interested in carrying out this research. The reasons were as follows:

- a. The researcher interested with the title of the research. Since the researcher is pre service English teacher, it is important to know how teacher's interpersonal behavior is and its correlation to students' English achievement.
- b. Based on the problem of the research, this topic needed to investigate more because the lack of study regarding teacher's interpersonal behavior and students' English achievement.

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### Definition of the Term

There were so many terms involved in this research. Thus, to avoid misunderstanding toward the terms used in this research, the following terms were necessarily defined as follows:

#### a. Correlation

According to Lodico, Spaulding, & Voegtle (2010) the correlational research is to measure two or more variables and examine whether there are relationship among the variables. However, in this research, “correlation” refers to the design of this research, is that to correlate between two variables (independent and dependent). Independent variable is referring to the teacher’s interpersonal behavior, while dependent variable is referring to the students’ achievement in English subject.

#### b. Teacher’s Interpersonal Behavior

Teacher is usually a person who teaching in the classroom. Teacher is also divined as a parcel in teaching and learning process. It is caused by teacher is not only transferring the knowledge but also capable to changing the behavior of students to be better (Alexakos, 2015). In line with Teacher and Lecturer’s Law number 14 year 2015 as cited in Nasrul (2012), teacher is the person who are educating, teaching, leading, directing, exercising, assessing, and evaluating the students.

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In this research, the term of teacher means a person who teach English subject as several eleventh grade classes at State Islamic Senior High School 2 Pekanbaru. Interpersonal term is usually used with other term such behavior, communication, interaction, relationship and skill. Overall Interpersonal is a process that people use to deal with other (Leary, 2004). At least, interpersonal should consist of two people and can be more. Meanwhile, Hemakumara and Rainis (2018) define behavior as actions and manners made by human. Some behavior can being common, some unusual, acceptable and some outside acceptable limits. It means everything that human do can be said as behavior. This research uses the term of teacher's interpersonal behavior for every behavior that teacher do in the classroom related to their interpersonal with the students.

c. Students' English Achievement

Achievement is a positive expression of the activities that shown by individuals in line with their competencies. Students' achievement can be defined as many thing, such as following competition, score in test, delegation and others (Karadag, 2017). English achievement is defined as a level of proficiency in academic work or as formally acquired knowledge in English subjects at school, which is often represented by percentage of marks obtained by students in examinations In this research, the term of students' English achievement refers to students' score in English first semester test.



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## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explained about the literatures that had relation to this research. The purpose of this chapter was to explain the basic theories and concept of the studies related to interpersonal behavior as a basis to obtain and analyze the data. The first section of this chapter was theoretical framework that was an overview of the theories related to the research. The second section of this chapter was about relevant researches to support this research. The third section of this chapter was operational concept that would guide the researcher to do the research, and the last was assumption and hypothesis related to the prediction of the research.

#### **A. Theoretical Framework**

##### **1. Teacher's Interpersonal Behavior**

###### **a. Definition of Interpersonal Behavior**

Interpersonal behavior can be divined as every behavior that shown by someone to someone else. It is also such as a relationship between few groups of people which includes idea, awareness, and reaction to others. This kind of behavior is called as interpersonal behavior (Huang, Liu, & Yu, 2016). Leary (2004) refers interpersonal behavior to private perceptions, conscious reports, symbolic and unwitting expressions, as well as to clear actions. Finally, interpersonal behavior defines as the most important dimension of personality.

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Wubbels & Levy (2005) add that interpersonal behavior is not the only way that people can behave. By interpersonal style, it can describe someone's manner of interacting. People's actions are also influenced by their partners in the communication. Thus, how someone behaves will vary across different relationships and depends on the interpersonal styles of the people involved. A central concept in this interpersonal theory is the complementarity principle (Carson, 1969 as cited in Kiesler, 1983). Complementarity can be used to predict people's reactions to the behaviors of their partner in the communication. So, it can be said that interpersonal is part of communication, since interpersonal itself is two ways communication with other people.

**b. Interpersonal Dimensions**

In line with Leary's communication theory (1957) and Watzlawick, Beavin and Jackson's human communication theory (1967), Wubbels, Créton, and Hooymayers (1985) developed a model to map teacher-student interpersonal behaviors. Wubbels et al. (1985) applied Leary's general model for interpersonal relationships to the context of education, which form the basis for the Model of Interpersonal Teacher Behavior (MITB). In the MITB, they labeled the two dimensions, Influence (Dominance-Submission) and Proximity (Opposition-Cooperation). They structured interpersonal teacher behavior into eight segments: leadership, helpful/friendly,

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understanding, giving students freedom and responsibility, uncertain, dissatisfied, admonishing, and strict. The Proximity dimension indicates the degree of cooperation or closeness between those who are communicating. Meanwhile the Influence dimension indicates who is directing or controlling the communication, and how it often (Wubbels & Levy, 2005).

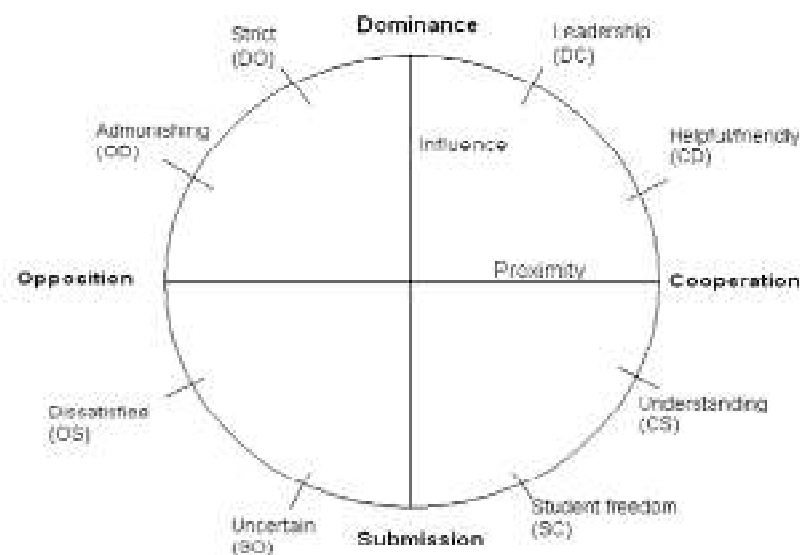


Figure 2.1 The model of teacher's interpersonal behavior, adapted from Wubbels et al. (1985)

In the teaching and learning process, the eight-segments of teacher's interpersonal behavior are important to use. For example, Levy et al. (2005) define the best teachers as strong Leaders. They are more Friendly and Understanding, and less Uncertain, Dissatisfied and Admonishing. Best teachers also provide students with a little more Responsibility and Freedom.



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Generally, the dimension of interpersonal behavior by Wubbels et al. (1985) can be described as follows:

1. Dominance-Cooperation

This section consists of leadership and friendly/helpful. Leadership means teacher is able to take a position as a leader. Friendly/helpful means teacher can be students' friend and help them when it is needed. This dimension shows that the teacher dominates in controlling the communication but still closes each other between teacher and students.

2. Dominance-Opposition

This section consists of strict and admonishing. Strict means teacher is very discipline in time, rules, or even during teaching and learning process. Admonishing means the teacher looks down on students. The teacher will warning or even give advice for students if there is some mistakes made by students. This dimension also shows that the teacher dominates in controlling the communication but it makes a space between them.

3. Submission-Cooperation

This section consists of understanding and student freedom. It means the teacher understand how the students well and even leaving scope for students. This dimension shows that the students dominates in controlling the communication but still closes each other between teacher and students.

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#### 4. Submission-Opposition

This section consists of dissatisfied and uncertain. This is the negative feeling from teacher toward students, but it is needed. Dissatisfied means the teacher looks for things to improve on and strive to become better. Uncertain is a negative feeling by the teacher toward something unsure. This dimension shows that the students dominate in controlling the communication and it makes a space to close with teacher.

Finally, there are 8 segments included in the model of teacher's interpersonal behavior by Wubbels et al. (1985). The 8 segments are leadership, helpful/friendly, understanding, students' freedom, uncertain, dissatisfied, admonishing, and strict. Then, it all is labeled by two dimension, influence (dominance-submission) and proximity (cooperation-opposition).

#### c. Factors of Interpersonal Behavior

According to Patricia (2015), generally, there are 8 factors affecting interpersonal at workplace:

##### 1. Demographics and environment

Demographics and environment here means the situation that interpersonal is held. By demographic, organizations have many environmental characteristics that can facilitate friendship making. The way interpersonal ruined also based on the environment of the workplace. Some ways demographics and environment can be help

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to increase interpersonal that are providing the opportunity to socialize, and encouraging them to act friendly toward one another and to seek each other for emotional support.

#### 2. Personality

Every people have different personality and it can be influenced the way they do interaction toward others, such as extraverts, agreeable, and emotionally stable individuals (Patricia, 2015). The extraverts tend to be social, assertive and bold in nature. They should form and maintain interpersonal relationships at work. In other side, agreeable individuals are described as compassionate, flexible, fair, generous and considerate. Meanwhile, emotionally stable individuals are described as confident, controlled, and well-adjusted. They have a tendency to be calm, unemotional and secure.

#### 3. Interaction setting

Interaction setting means the place where interaction be held. When people work in different parts of the organization, under different organizational cultures, for different bosses and in different jobs, it makes different needs of interaction setting. Often, interpersonal interaction only happened on job requirements (Patricia, 2015).

#### 4. Job requirement

Psychologically, how two people are distant or close in the workplace is determined by job requirements. More complex



situations in workplace requires different knowledge from each person, high trust, much interaction, and have an uncertain outcome call for more intense interpersonal relationship. In other side, work situation that are simple and familiar to both, do not require strong feelings, demand little interaction, and have a high certainty of outcomes call for minimum task relationships (Patricia, 2015).

#### 5. Organizational culture

The culture in each country provides a different general nature of relationship in workplace. The more sociable and personal the culture, the more people are likely to share non-work information and feelings. Patricia (2015) explain there are four primary factors decide the interaction pattern of organizational culture: Openness (sharing thoughts and feelings with others), Trust (believe, honest, and supportive), Owning (responsibility for a other people problem), Risk of Experiment (punished for trying something new, especially if it fails, versus doing things in safe, approved-of ways).

#### 6. Trust level

Trust is developed and grown simultaneously with relationship to each other. Sometimes, trust also learned from the past that they will not be hurt by making themselves vulnerable to each other. To increase trust with each other can be done by sharing and keeping more personal information (Patricia, 2015).

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7. Compatibility

Compatible in relationship is same as harmonious with each other.

It will be gain if there is no space of conflicts and misunderstanding in relationship. It will be difficult if two people have different aims and attitudes to carry up the level of relationship. So, same backgrounds and similar goals will be easier doing interpersonal relationship (Patricia, 2015).

8. Communication

Interpersonal behavior is related to communication between two people or more. To increase interpersonal relationship, feelings must be expressed while the individuals need to communicate with each other effectively for better understanding. It is the vital role in all types of relationship whether it is personal or professional (Patricia, 2015).

From 8 factors that affecting interpersonal at workplace, just few of them really affect interpersonal of someone. Patricia (2015) also explained that some of the factors may not appear in the workplace environment. The other external factors also should be considered as a factor in affecting interpersonal of someone.

**2. Students' English Achievement**

**a. English Learning Achievement**

Achievement is a positive expression of the activities that shown by individuals in line with their competencies. Achievement in

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education can be considered as an important parameter of successful education. Students' achievement can be defined as many thing, such as following competition, score in test, delegation and others. Achievement is also usually defined as learning's result (Karadag, 2017).

On the other hand, English academic achievement is defined as a level of proficiency in academic work or as formally acquired knowledge in English subjects at school, which is often represented by percentage of marks obtained by students in examinations (Kohli, 1975 in Mehdipour & Balaramulu, 2013). Following K13 documents of English subject for SMA / MA / SMK / MAK education in Indonesia aims to develop the potential of students to have communicative competence in interpersonal, transactional, and functional texts, using a variety of oral and written English texts. Through the use of these texts, students are guided to use factual, conceptual, and procedural knowledge, and instill noble values of national character, in the context of life in the home, school, and society (Kementrian Pendidikan dan Kebudayaan [KEMENDIKBUD], 2016)

Overall, there are many things that should be considered as English achievement. Besides of 4 basic skills of language, other language components are included within. Students are also demanded



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to be able to noble values of national character, in the context of life in the home, school, and society for all related material.

**b. Factors Influencing Student's Achievement**

There are so many factors that can affect someone's achievement, since it can be external or internal factors. Karadag (2017) summarized 18 factors affecting student achievement from several studies. The factors are:

**1) Educational Leadership**

The leadership in Education here means schools and administrators in education studies. Karadag (2017) beliefs educational leadership has an indirect effect on student's learning. They facilitate the students for learning and gain their achievement. School administrators are also expected to guide, take all responsibility, and support the students in learning activity.

**2) Motivation**

Motivation defines as initiating the behavior of the individual that is required for a certain goal (Karadag, 2017). There are 3 categories of motivation that affects achievement. First is intrinsic motivation, which came from the individual itself. The second is extrinsic motivation which came from individual's environment, and the last is a motivation or there is no motivation. In this case, individuals cannot make an association with the impact of their

actions and also cannot be motivated either intrinsically or extrinsically (Deci and Ryan, 2002).

### 3) Attitude

Attitude plays an important role in identifying the characteristics of individuals. It refers to the positive or negative reactions to certain stimulus. In K13, attitude became one of the main competences and it will affect student achievement directly (Kementrian Pendidikan dan Kebudayaan [KEMENDIKBUD], 2016).

### 4) Anxiety

Anxiety is affected by many life factors and it affects many factors. By its nature, anxiety creates a continuous low-level uncomfortable mood in humans. This state of discomfort causes many problems in the individual's life. Thus, anxiety was predicted as a factor of student's low achievement (Karadag, 2017).

### 5) Self-efficacy

Self-efficacy is related to the beliefs of individuals about their competence to bring their educational life and behaviors to the appropriate levels. Self-efficacy knows as what the individual can do rather than what she/he has to do (Karadag, 2017). In other words, it means that an individual transforms his performance into behavior by assessing his own abilities and competencies.

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## 6) Self-concept

Self-concept is people's perception about themselves. It means individuals' belief about their personality, roles, skills and relationships with other individuals. Self-concept also usually developed through experience and through an interpretation of the learning environment. Feeling confidence about their academic abilities or skill can be an important factor for predicting success or failure in academic (Karadag, 2017).

## 7) Self-regulation

Karadag, (2017) believes that self-regulatory knowledge and skills is one of the important things that every students needs to acquire. It also one of the school's responsibilities to make sure the students gain that goals. It is known as a process to transform the intellectual capabilities into academic skills.

## 8) Locus of control

Locus of control is a concept of personality which individuals believe what controls his/her behavior or they can control the events affecting them. Locus of control can be divided into two dimensions, internal and external control. Internal control means individual beliefs that the results of their actions are derived from their own actions rather than from destiny, chance or others and they can control it by themselves. In other hand, external control means beliefs with result of their action are not from themselves.



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Individuals with an internal locus of control and the ones with an external locus of control have different perceptions about the source of an achievement they have gotten, believing that such rewards can be achieved through skill and through chance respectively (Karadag, 2017).

## 9) Socioeconomic Status

Some people believe that socioeconomic status of a person has relationship with the academic background. It can be proven by some education institutes require high cost to be their students. It means people who have good or high socioeconomic status, have better education facilities that can support them to gain achievement (Karadag, 2017).

## 10) School Culture

Culture in school can be understood by rituals, a set of folkways, mores, irrational sanctions, a moral code, games, teams and ceremonies. It also can be seen by the way people act, how they dress, and how teachers feel about their work and their students. School culture is influenced by the culture of the region where the school is. Indirectly, it effects on many things such as school effectiveness and productivity, collaboration, communication and problem-solving practices, school improvement, kindles motivation, amplifies the energy and vitality of school staff,

students and community and draws attention to what is valued and seen as important (Deal and Peterson 2009).

#### 11) School Climate

Climate in this context expresses the environment or personality of the school, and it is associated with the behaviors of the teachers, students and other members and stockholders of the educational institutions. School climate can be described as the psychosocial effect of organizational environment on the students and adults inside the school, includes the school's norms, goals, targets, values, relations, organizational structure and learning-teaching methods (Cohen et al., 2013).

#### 12) Collective Teacher Efficacy

A teacher's self-efficacy is a concept reflecting his or her beliefs regarding his or her competence and whether he or she can effectively facilitate the learning of students (Karadag, 2017). It can be define as a variable that influences educational activities, revealing professional differences among teachers

#### 13) Expectation

The expectation toward student achievement can come from school administrators, teachers and students itself. Expectation can be defined as a target to gain goals, and also can be called as "academic press". Teachers' expectations are one of the most important school factors which can influence students' academic

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achievement. Within the academic press, teachers and administrators have high expectations for the achievement of students (Karadag, 2017).

#### 14) Self-Esteem

Self-esteem is defined as the set of positive or negative evaluations of individuals about their own selves (Rosenberg 1965). People with high self-esteem as individuals who are successful in academic and professional areas, who can handle stress, establish social and close relations and who have a high level of vitality and enjoyment.

#### 15) Socio Adjustment

Adjustment to the environment and the external conditions is a crucial issue for people who want to live a meaningful life together in a society. People try to establish a balance between individual characteristics, needs and expectations and the features, the requests and the expectations of society. Social adjustment focuses on individuals' competence in establishing friendships and relations and the ability to navigate social contexts in an adaptive manner (Engels et al., 2001).

#### 16) Parent Involvement

Parent, both directly and indirectly, take responsibility to their children education. Children who have parent that are involved in their education will get many benefits, both for parent and student

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itself. Parent involvement will effect on students will higher motivation, better self-esteem, a high level of self-efficacy, positive attitudes, decreased use of drugs/alcohol and fewer occurrences of violent behavior (Karadag, 2017).

#### 17) Goal Orientation

Goal orientation examines the reasons or aims behind individuals' behavior. Goal orientations can be classified into two categories: mastery goal and performance goal. Mastery goal orientation is related to learning new things and gaining new skills during the learning process, which often called as intrinsic motivation (Karadag, 2017). In the other hand, performance goal orientation is mostly related with factors such as teachers, friends, the environment and family or extrinsic motivation.

#### 18) Learning Styles

Every student has different learning styles. It means that what people get, process, store, restore and learn the knowledge differently from each other. Learning style is known as the way people respond to or interact with the stimuli they receive from the environment while learning a new subject. Individuals who are different from each other in many ways, such as in their cognitive, affective, social and psychomotor characteristics, have different ways of learning. Explicitly, it will affect to the result of learning (Karadag, 2017).

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From all factors, socio economic status has a high impact on student achievement. Collective teacher efficacy, school culture, attitude, school climate, self-concept, self-efficacy, expectations, and the leadership behavior of school principals have a moderate impact on student achievement. On the other hand, motivation, self-regulation, self-esteem, parent involvement, goal orientation and learning styles have a low impact on student achievement. In addition, locus of control and social adjustment have no impact on student achievement, and the anxiety factor has a negative impact.

### 3. The Correlation between Teacher's Interpersonal Behavior and Students' English Achievement

Interpersonal relationship is believed as a dimension of classroom climate. A warm and supportive classroom climate is important in motivating students to contribute constructively in lessons. More student involvement in lessons is positive for their understanding (Petegem, 2008). The better understanding will affect to their performance in the classroom, which is indirectly affect their academic achievement.

In the other hand, teachers who are friendly, helpful, and display an understanding of their students are better able to get the most out of their students (Petegem, 2008). Interpersonal relationship among teacher and students is one of points that accompany learning activities and will support to create a good classroom environment (Goh & Fraser, 2009).

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Not only be the most significant factor in determining successful teacher's work, but also relationship among teacher and students plays an important role in the academic achievement of students (Mehdipour & Balaramulu, 2013). Many previous studies also have shown that teacher's interpersonal behavior correlate with student achievement (e.g. Omozele, 2017; Dar & Ghani, 2016; Gedamu & Shure, 2015; Mehdipour & Balaramulu, 2013; Sivan & Chan, 2013; Brok et al, 2010; Goh & Fraser, 2000).

**B. Relevant Research**

Many previous studies developed the term of interpersonal behavior to other topics. Most of previous researchers interested in developed the relationship between teachers' interpersonal behavior with another fields such as students' achievement (e.g. Omozele, 2017; Dar & Ghani, 2016; Gedamu & Shure, 2015; Mehdipour & Balaramulu, 2013; Sivan & Chan, 2013; Brok et al, 2010; Wei, et al., 2009; Goh & Fraser, 2000), attitudes (e.g. Zanden et al., 2015; Brok et al., 2005), self-regulation (e.g. Shahmohammadi, 2013) and classroom environment (e.g. Kim at al., 2010).

The others have focused on students' perception of their teachers' interpersonal behavior (e.g. Petegan et al., 2008; Telli at al., 2007; Wei & Onswad , 2007; Koul & Fisher, 2005; Oord & brok, 2004) and some on the importance of teachers' interpersonal behavior (e.g. Maulana et al., 2011; Brok at al., 2005). Fewer studies have examined the improving of



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interpersonal behavior (e.g. Brok et al., 2002) and comparing with one country to another (e.g. Wubbels & Levy, 1991).

Start from a study by Omozele (2017) in Nigeria about learners' perception of teachers' interpersonal behavior as a predictor of academic achievement with a survey of 850 students which used stratified random sample technique. This study used QTI and was analyzed by linear regression, then found that teachers' interpersonal behavior can predict students' academic achievement. Dar & Ghani (2016) also found a highly positive relationship about the impact of teacher's behavior on academic achievement in India and the students are satisfied with the positive behavior of their teachers. By using Questionnaire, 300 students were analyzed by using average method.

Gedamu & Shure (2015) in Ethiopia with 353 secondary students found that the understanding was perceived as interpersonal behavior which occurred most often in English language classes followed by leadership, strict and student responsibility/ freedom behaviors respectively by using questionnaire and were analyzed with Pearson's product moment. This study was about association between EFL teachers' interpersonal behavior and students' achievement in English language. Divergently, uncertain behavior was found to be least perceived behavior.

In line with others, Mehdipour & Balaramulu (2013) who also did a study in India about influencing of teacher's behavior on the academic achievement found students were be satisfied with the positive behavior of

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their teachers by using two questionnaires and also analyzed by Pearson's product moment. Half of 900 students who were selected from 5 universities indicated that important qualities of teacher's Behavior were punctuality, honesty, hardworking, friendly, confident, and competency.

Meanwhile, Sivan & Chan (2013) who did a study in HongKong with 612 students about teacher interpersonal behavior and secondary students' cognitive, affective and moral outcomes provided evidence supporting the cross-cultural validity and reliability of the QTI in the Hong Kong context after analyzed with multiple regressions.

In another study by Brok et al (2010) in Netherlands with 45 Physics teachers and 32 EFL teachers about interpersonal teacher behavior and student outcomes, school effectiveness and school improvement found that Interpersonal behavior explained up to more than half of the variance in student outcomes at the teacher-class level. By using QTI, Brok et al (2010) analyzed the data by multilevel analyses with various covariates. This study also suggested that interpersonal behavior as perceived by students may be an important variable for educational effectiveness researchers.

The next study by Goh & Fraser (2000) with 1,512 boys and girls from government elementary schools in Singapore about teacher interpersonal behavior and students' outcomes also found that consistent associations between teacher interpersonal behavior and student outcomes. Meanwhile, study by Wei, et al. (2009) in China about teacher interpersonal behavior and student achievement in English as a foreign language classroom found the

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opposite. With 160 students from four classes, they found teacher uncertainly was negatively corrected with student achievement by analyzed QTI with SPSS.

The other focused topic related with interpersonal behavior is a study by Zanden et al. (2015) with 33 teachers and their 784 pupils in Netherlands about the effects of general interpersonal and bullying. By using Wubbels et al. theory with multilevel regression analyses, they found that teachers' bullying-specific and general interpersonal behaviors independently contributed to pupils' bullying behavior. Also related with attitudes, Brok et al. (2005) found the teacher interpersonal behavior and students' attitudes both teacher influence and proximity were positively associated with students' attitudes in India. They analyzed 1021 students with Multilevel variance analyses by giving them QTI.

Interpersonal behavior also could be related with self-regulation and classroom environment likes the study by Shahmohammadi (2013) and Kim at al. (2010). Study by Shahmohammadi (2013) with 400 male students in Iran about review on the impact of teachers' behavior on students' self-regulation. He analyzed the questionnaire with anova, then found that the dominance of teachers' self-regulative model for students, teachers 'satisfactory effort in order to clarify educational materials, respect and acceptance toward students, as well as family success cause the increase of the students' self-regulative behavior.



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Meanwhile Kim et al. (2010) in South Korea about classroom environment and teacher interpersonal behavior found that students' perceptions of teachers' interpersonal behavior suggest that students should receive more teacher support and involvement in the teaching/ learning process and cooperate with other students more than at present. The questionnaire from 543 students were analyzed by a one-way ANOVA, simple correlation and multiple regressions. The findings also revealed teachers' behaviors could be changed to be more helping/ friendly and understanding in order to cater for the students' interests.

In the other side, a study by Petegan et al. (2008) in Belgium about the influence of student characteristics and interpersonal teacher behavior in the classroom found the positive relationship between students' perspectives and their teacher interpersonal behavior. He gave WISE, QTI, and tests on language and math to 549 students, and all of them were analyzed by a multilevel analysis. Students' perceptions of teachers' interpersonal behavior in secondary schools in Turkey that conducted by Telli et al. (2007) with 647 students also found that Turkish teachers were perceived by their students as very cooperative and moderately dominant by analyzed the QTI.

Wei & Onswad (2007) who conduct a study about the relationship between English Teachers' Actual and Ideal Interpersonal Behavior and students' outcomes in the 11th grade in Thailand with the total number of 291 students found that the students commonly agreed that the ideal English teacher should be a strong leader, more understanding, more helpful and

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friendly, and give more responsibility and freedom to the students, and the ideal teacher should be less uncertain, less admonishing, less dissatisfied and less strict. These characters of Interpersonal behavior of teacher are based on Leary's communication theory that developed by Wubles et al in 1985 (QTI).

The next study is by Koul & Fisher. (2005) in India about cultural background and students' perceptions of classroom learning environment and teacher interpersonal behavior with 1021 students and a survey by QTI and WIHIC found that students perceived their classrooms and teacher interaction positively as have same culture. Same as Koul & Fisher (2005), Oord & Brok (2004) in Norway about students' and teachers' perceptions of preferred teacher-student interpersonal behavior found the small differences in the profile of preferred teaching between teachers and students. QTI were distributed to 176 students and 39 teachers and analyzed by anova. Moreover, differences in perceptions of the preferred interpersonal teacher were also found with respect to students' gender and students' and teachers' continent of origin.

Regarding with the other focused topics related with interpersonal behavior, it can be said that interpersonal behavior is the important element as Maulana et al. (2011) and Brok et al. (2005) tried to found. In Indonesia context, a study by Maulana et al. (2011) about teacher-student interpersonal relationships and importance to student motivation found teacher interpersonal behavior and their learning motivation are associated. 1900 students were given QTI and QMD then were analyzed by using anova. Brok

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et al. (2005) with 1305 students in Brunei also found strong and positive effects of Influence and Proximity on students' enjoyment of their class by analyzed QTI with multilevel analyses.

In other study and site, Brok et al. (2002) who try to diagnosing and improving the quality of teachers' interpersonal behavior in Netherlands found 3 main findings. First, there are 8 different types in both Dutch and American classes. Second, the authoritative and the tolerant type are patterns in which students perceive their teachers relatively high on proximity dimension. The last, research has also connected interpersonal communication styles to other variables

The last study by Wubbels & Levy (1991) with 537 students in US and Netherlands about comparison of interpersonal behavior of Dutch and American teachers by using QTI found that both versions have the same internal structure. In addition, the participating American and Dutch teachers displayed similar interpersonal behavior towards their students. The groups differed, however, in one aspect: American teachers want to be stricter than their Dutch colleagues, whereas the Dutch teachers want to provide their students with more responsibility and freedom. One other important result of the study was its further confirmation of the Leary model's cultural generality.

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## Operational Concept

Operational concept is a concept used to give an explanation about theoretical framework and avoid misinterpretation and misunderstanding of this research. Operational concepts are concluded from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper (Syafi'i, 2018).

### 1. Variable X

Following Wubbels et al. (1985), there are 8 segments in teacher's interpersonal behavior:

- 1) The teacher is a good leader
- 2) The teacher can be students' friend and help them when it is needed
- 3) The teacher understands how the students' behavior well
- 4) The teacher gives students freedom
- 5) The teacher looks for things to improve on and strive to become better
- 6) The teacher has negative feeling by the teacher toward something unsure
- 7) The teacher admonishes students
- 8) The teacher is very discipline

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2. Variable Y

Based on the syllabus of English subject of SMA/MA/SMK/MAK for the first semester of X class in K13 document, generally, the indicators of student achievement in English can be described as follows:

- 1) The students are able to apply social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information about identity and family relationships, congratulating and responding, giving and requesting information related to the intention to carry out an action / activity, in accordance with the context of their use.
- 2) The students are able to distinguish social functions, text structure, and linguistic elements of several oral and written descriptive texts and some special texts in the form of announcements.
- 3) The students are able to compile simple and short oral and written interpersonal and transactional interaction texts that involve giving and asking for information related to identity, the act of congratulating and responding to them, and also giving and asking for information related to the intention to carry out an action/activity by paying attention to social

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functions, text structures, and correct linguistic elements and contextual

- 4) The students are able to capturing contextual meaning related to social functions, text structure, and linguistic elements of descriptive text and announcement form.
- 5) The students are able to compile oral and written descriptive texts and the form of announcements, short and simple, taking into account social functions, text structures, and linguistic elements, correctly and in context

**D. Assumption and Hypothesis****1. Assumption**

The researcher assumes that:

- a. The better the students' perspective of English teacher's interpersonal behavior, the better the students' English achievement will be.
- b. The lower the students' perspective of English teacher's interpersonal behavior, the lower the students' English achievement will be.

**2. Hypothesis**

H<sub>a</sub>: There is a significant correlation between students' perspective of English teacher's interpersonal behavior and students' English achievement at State Islamic High School 2 Pekanbaru.



$H_0$ : There is no significant correlation between students' perspective of English teacher's interpersonal behavior and students' English achievement at State Islamic High School 2 Pekanbaru.



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## CHAPTER III

### METHOD OF THE RESEARCH

This chapter explained about the methodology used in this research. The purpose of this chapter section was to help the researcher about how to do this research letter on. The sections of this chapter consisted of research design, time and location, object and subject, population and sample, techniques of data collection, techniques of data analysis, validity and reliability of the instrument.

#### A. Research Design

This research used quantitative as a correlational research design. Creswell (2012) referred a correlation to a statistical test to determine the pattern for two (or more) variables or two sets of data to vary consistently. Correlational research was used when to seek the relation of two or more variables to see if they influence each other (Lodico, Spaulding, & Voegtle, 2010). This correlation research design was used because this research was wanted to examine the correlation between students' perspectives of teacher's interpersonal behavior and students' English achievement. There were two variables in this research, students' perspective of teacher's interpersonal behavior and students' English achievement. Since there were two variable, this research included into bivariate correlation (Hartono, 2015). In this research, the variables would not be manipulated or controlled by the researcher (Creswell, 2012).

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### B. Time and Location of the Research

This research was carried out on October 2019 at State Islamic Senior High School 2 Pekanbaru.

### C. Subject and Object of the Research

The subject of this research was XI grade students of State Islamic Senior High School 2 Pekanbaru in the academic year 2019/2020. The object of this research was the students' perspective of English teacher's interpersonal behavior and their achievement in English.

### D. Population and Sample of the Research

#### 1. Population of the Research

Population of this research included all science class of XI grade students of State Islamic Senior High School 2 Pekanbaru. The total population was 182 students. The distribution of the population can be seen in table III.1:

Table III.1  
*Population of the Research*

No	Class	Number of Students
1.	XI Science 5	34
2.	XI Science 6	33
3.	XI Science 7	34
4.	XI Science 8	24
5	XI Science 9	34
6	XI International Class	23
Total		182



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## 2. Sample of the Research

Considering the number of population was relatively large, Creswell (2012) suggested that the researcher needed at least 30 participants to conducting a correlation research. The technique that was used in this research was purposeful sampling which was specifically into convenience sampling type. Purposeful sampling was chosen because the researcher had specific purpose in choosing the sample (Lodico, Spaulding, & Voegtle, 2010). In this technique, the sample was taken by selected the participants who only taught by same English teacher, so that the participants would give clear representation of teacher's interpersonal behavior. It was chosen because concerning to different interpersonal behavior of every teacher.

The kind of this technique included into non probability sampling. The classes that were being the sample of this research were chosen by school by considering the appropriate class with the tittle of the research and also the class which had same English teacher. In non-probability sampling, not all population had chance of being included to be sample of the research (Ary et.al, 2010)

The selected sample can be seen in table III.2:

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Table III.2  
*Sample of the Research*

No	Class	Total	Sample
1.	XI Science 5	34	0
2.	XI Science 6	33	0
3.	XI Science 7	34	0
4.	XI Science 8	24	24
5	XI Science 9	34	0
6	XI Science 10	23	23
Total		182	47

### E. Data Collection Technique

#### 1. Questionnaire

Questionnaire was an instrument consisted of some statements or questions in which respondents provided written responses to questions or mark items that indicated their responses (Ary et.al, 2010). This research used questionnaire that developed by Wubles, et al (1985) as a model, then the researcher developed some items by considered the school context in Indonesia. Wubles, et al (1985) applied Leary's general model for interpersonal relationships to the context of education, which form the basis for the Model of Interpersonal Teacher Behavior (MITB). Using the MITB as the starting framework, they introduced a diagnostic instrument called as the Questionnaire on Teacher Interaction (QTI). It used a closed questions type and aims to reveal students' perspectives about teacher's interpersonal behavior.

In order to get the data of students' perspective of teacher's interpersonal behavior, the researcher used a set of questionnaire

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consisted of 18 items. The questionnaire was dealt with the respondent's opinion in responding to following opinions based on the Likert-scale. This scale could represent the respondents' answer clearly (Creswell, 2012).

Table III.3  
*Likert-scale Rating*

Option	Score
Strongly agree	5
Agree	4
Not sure	3
Disagree	2
Strongly disagree	1

Table III.4  
*Blueprint of Questionnaire for Students' Perspective of English Teacher's Interpersonal Behavior*

Variable	Sub Variable	Indicators	Items
Teacher Interpersonal Behaviour	1. Leadership	Teacher is able to take a position as a leader to lead the students in any kind of situations	1-3
	2. Friendly/helpful	Teacher can be students' friend and help them when it is needed	4-6
	3. Strict	Teacher is very discipline in time, rules, or even during teaching and learning process	7-8
	4. Admonishing	Teacher is warning or telling seriously if there is some mistakes that are made by students	9
	5. Understanding	Teacher understands how the students well	10-12
	6. Student freedom	Teacher is leaving scope for students	13-15
	7. Dissatisfied	Teacher looks for things to improve on and strive to become better	16
	8. Uncertain	It is a negative feeling by the teacher toward something unsure	17-18



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## 2. Document

Following Creswell (2012), documents were divided into public and private documents. In this research, the researcher needed a private document that was students score in English as representative of student achievement. Students' score were gotten from the first semester test that had been given by their English teacher before, so that the researcher just took the score of the test. This instrument was ready for analysis without the necessary transcription.

## F. Validity and Reliability

### 1. Validity

Validity was an evidence to demonstrate that the test interpretation that was assumed to measure matches it's proposed. It means that validity was the extent to which inferences made from assessment results were appropriate, meaningful, and useful in terms of the purpose of the assessment (Creswell, 2012).

According to Brown (2004), there were four types of validity they are content validity, construct validity, criterion validity, and consequential validity. In this research, to know the validity of the questionnaire, the researcher used construct validity. Construct validity was related to our theoretical knowledge of the concept we want to measure. Meanwhile, the content validity was used by the teacher for students' English achievement. Content validity is useful when the possibilities of

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questions for instance achievement tests in science education are well known and easily identifiable.

**a. Validity of Students' Perspective of Teacher's Interpersonal Behavior Questionnaire**

To analyze the validity of students' perspective of teacher's interpersonal behavior, the researcher used SPSS 25.0 program. The researcher conducted a try out to 20 items by handing them to 23 students at eleventh grade of science class who were included in the research sample. The researcher compared  $r_{\text{observed}}$  to  $r_{\text{table}}$  at significant level of 5% is 0.413 ( $df = N-2 = 45$ ). The  $r_{\text{observed}}$  of each item should be higher than the  $r_{\text{table}}$  to be considered as a valid question. If  $r_{\text{observed}}$  on the analysis is less than  $r_{\text{table}}$ , it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

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Table III.5

*Validity of Students' Perspective of Teacher's Interpersonal Behavior*

Item Number	r-observed	r-table	Result
Item 1	0.654	0.413	Valid
Item 2	0.782	0.413	Valid
Item 3	0.909	0.413	Valid
Item 4	0.584	0.413	Valid
Item 5	0.415	0.413	Valid
Item 6	0.818	0.413	Valid
Item 7	0.609	0.413	Valid
Item 8	0.556	0.413	Valid
Item 9	0.382	0.413	Invalid
Item 10	0.686	0.413	Valid
Item 11	0.764	0.413	Valid
Item 12	0.689	0.413	Valid
Item 13	0.839	0.413	Valid
Item 14	0.733	0.413	Valid
Item 15	0.929	0.413	Valid
Item 16	0.884	0.413	Valid
Item 17	0.606	0.413	Valid
Item 18	0.399	0.413	Invalid
Item 19	0.821	0.413	Valid
Item 20	0.889	0.413	Valid

Based on the try out result of the instrument validity to the 20 items, it showed that two items were not valid because r-observed (0.382 and 0.399) were lower than r-table (0.413). It means that the researcher should remove the invalid items number 9 and 18 from the questionnaire.

## 2. Reliability

According to Brown (2004) reliable was consistent and dependable. It meant that the instruments should have similar result when the tester gave the same test to the same respondent on two different occasions. The instruments must be reliable as a measuring instrument. In this research, the researcher used internal consistency reliability. Internal



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consistency reliability means that the instrument administered once, by using one version of the instrument (Creswell, 2012).

According to Cohen et.al (2007), the guidelines for reliability were as follows:

Table III.6  
*Reliability of the Research*

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

**a. Reliability of Students' Perspective of Teacher's Interpersonal Behavior Questionnaire**

To obtain the reliability of students' perspective of teacher's interpersonal behavior, the researcher used SPSS 25.0 program to find out whether or not the questionnaire was reliable.

Table III.7  
*Reliability Statistics*

Cronbach's Alpha	N of Items
0.942	20

Based on the table III.7, it can be seen the value of Cronbach's alpha was 0.942. The value was higher than the standard Cronbach's alpha which was 0.60. Therefore, it can be concluded the test was reliable, and the level of reliability was very high.

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## 2. Data Analysis Technique

To analyze the correlation between teacher's interpersonal behavior and students' achievement, the researcher used Pearson product Moment correlation as formula. This formula was used because product moment correlation is one of technique that is usually used to find out the significance of the correlation between two variables. The product moment correlation can be used if the data are ratio and interval (Hartono, 2015). Since the x variable was ordinal data and y variable was interval data, so that the researcher needs to transform the ordinal data into interval by using formula as bellow:

$$Ti = 50 + 10 \frac{(Xi - \bar{X})}{SD}$$

Ti = the changes of singular  
ordinal data into interval data

Xi = ordinal data

X = mean

SD = standard deviation

Adopted from Hartono (2015, p.93)

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Table III.8  
*Data Transformation*

No.	Ordinal Data	Interval data
1	82	58.43
2	46	24.13
3	75	51.76
4	72	48.90
5	77	53.67
6	74	50.81
7	69	46.05
8	67	44.14
9	86	62.25
10	75	51.76
11	63	40.33
12	79	55.57
13	81	57.48
14	70	47.00
15	77	53.67
16	74	50.81
17	73	49.86
18	51	28.89
19	62	39.37
20	69	46.05
21	76	52.72
22	82	58.43
23	82	58.43
24	71	47.95
25	70	47.00
26	82	58.43
27	88	64.15
28	78	54.62
29	81	57.48
30	86	62.25
31	53	30.80
32	79	55.57
33	35	13.65
34	78	54.62
35	86	62.25
36	73	49.86
37	79	55.57
38	77	53.67
39	87	63.20
40	70	47.00
41	73	49.86
42	74	50.81
43	65	42.23
44	73	49.86
45	70	47.00
46	76	52.72
47	72	48.90



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Meanwhile, in order to get easy in analyzing the data, the researcher would use SPSS 25.0 program for windows.

Statistically, the hypotheses were:

$$H_a: r_o > r_{table}$$

$$H_o: r_o \leq r_{table}$$

$H_a$  was accepted if  $r_o > r_{table}$  or there was a significant correlation between students' perspective of English teacher's interpersonal behavior and students' English achievement.

$H_o$  was accepted if  $r_o \leq r_{table}$  or there was no significant correlation between students' perspective of English teacher's interpersonal behavior and students' English achievement.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted to find out whether there is a significant correlation between students' perspective of teacher's interpersonal behavior and students' English achievement of the seventh grade of science students at State Islamic Senior High School 2 Pekanbaru or not. Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concluded that there was no a significant correlation between students' perspective of teacher's interpersonal behavior and students' English achievement of the seventh grade students at State Islamic Senior High School 2 Pekanbaru. Although, overall, students at State Islamic Senior High School 2 Pekanbaru, especially for eleventh science grad had positive perspective toward their English teacher's interpersonal behavior. It can be said that students' perspective of teacher's interpersonal behavior of the seventh grade of science students at State Islamic Senior High School 2 Pekanbaru did not have a significant contribution on students' English achievement.

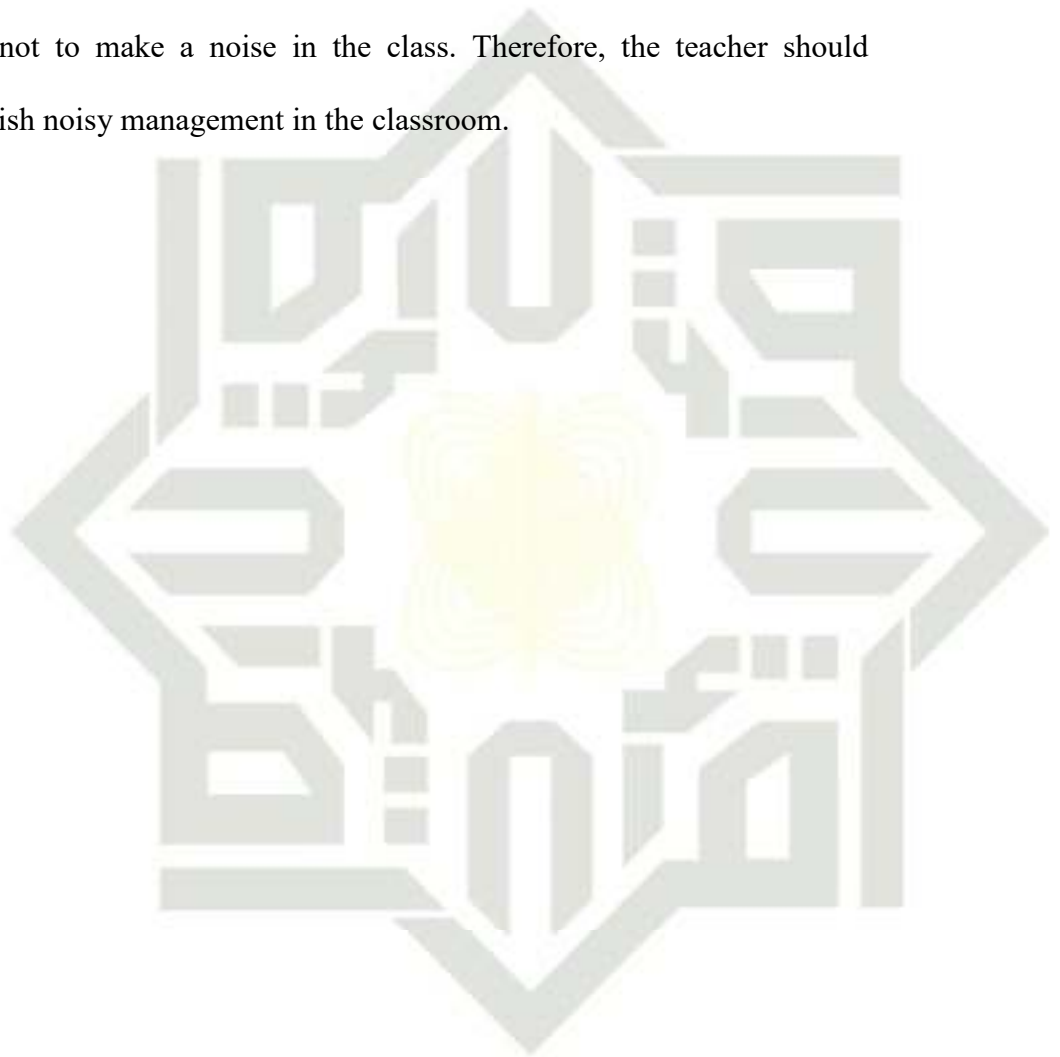
#### B. Suggestion

Based on the finding, the researcher would like to propose several suggestions, as follows:

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1. Since interpersonal behavior of teacher does not affect students' English achievement, the teacher can find another way to help students to get better English achievement.
2. Based on research findings, most of the students were not sure that they have not to make a noise in the class. Therefore, the teacher should establish noisy management in the classroom.



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# APPENDIX I

Questionnaire of Students' Perspective of Teacher's Interpersonal Behavior

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## “Questionnaire for Students’ Perspective of English Teacher’s Interpersonal Behavior” (TRY OUT)

Name :

Class :

### Instruction:

- This questionnaire is written for collecting the data of the research purpose only
- This questionnaire does not influence your score, so please answer each question honestly
- You are required to give the V sign (√) to each statement on the answer that you think appropriate for your choice
- Thank you for your participation

Number	Questions	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	Our English teacher notices what happening in the classroom (Guru bahasa Inggris kami mengetahui hal-hal yang terjadi didalam kelas)					
2	Our English teacher holds students attention (Guru bahasa Inggris kami memegang kendali terhadap perhatian siswa)					
3	Our English					





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	teacher can set task and determine the procedure clearly (Guru bahasa Inggris kami dapat membuat tugas dan mengatur prosedurnya secara jelas)					
4	Our English teacher behaves in a considerate manner to the students (Guru bahasa Inggris kami berperilaku sebagaimana mestinya terhadap siswa)					
5	Our English teacher can take a joke during classroom (Guru bahasa Inggris kami dapat membuat candaan selama pembelajaran)					
6	Our English teacher's class is pleasant (Kelas yang diajarkan oleh guru bahasa Inggris kami menyenangkan)					
7	Our English teacher keeps norm and rules tight (Guru bahasa Inggris kami memegang teguh norma dan aturan-aturan)					
8	We have not to					



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	make a noise in our English teacher's class (Kami tidak boleh berisik selama pembelajaran bahasa Inggris)					
9	Our English teacher can express irritation and anger if something goes wrong in the classroom (Guru bahasa Inggris kami dapat mengungkapkan rasa kejengkelan dan amarahnya jika sesuatu tidak berjalan dengan semestinya di kelas)					
10	Our English teacher gives us correction and punishment if we make mistake (Guru bahasa Inggris kami mengoreksi dan memberi hukuman jika kami berbuat salah)					
11	Our English teacher can accept apologies (Guru bahasa Inggris kami dapat menerima permintaan maaf siswa)					
12	Our English teacher is patient (Guru bahasa Inggris kami adalah orang yang					



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	sabar)					
13	If we have something to say, our English teacher will listen with interest (Jika kami ingin memberikan pendapat, Guru bahasa Inggris kami akan mendengarkan dengan seksama)					
14	We can decide some things in our English teacher's class (Kami dapat mengambil keputusan sendiri terhadap beberapa hal di dalam kelas)					
15	Our English teacher gives us some free time to let off steam in the class (Guru bahasa Inggris kami memberikan kami jeda waktu sejenak untuk melepas lelah)					
16	If we don't agree with our English teacher, we can talk about it (Jika kami tidak setuju terhadap Guru bahasa Inggris kami, kami dapat mendiskusikanya)					
17	Our English teacher sometimes					





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	keep quiet and wait for silence if we disappoint her ( <i>Terkadang Guru bahasa Inggris kami akan diam dan menunggu kami tenang jika kami membuatnya kecewa</i> )					
18	Our English teacher can show dissatisfaction by look glum, questioning, and criticizing ( <i>Guru bahasa Inggris kami dapat menunjukkan ketidakpuasannya dengan cara terlihat murung, mempertanyakan dan mengkritisi sesuatu</i> )					
19	Our English teacher keeps to be carefull in delivering material to avoid misunderstanding ( <i>Guru bahasa Inggris kami tetap berhati-hati hati dalam menyampaikan materi untuk menghindari kesalahpahaman</i> )					
20	Our English teacher can admit and apologize if something is in the wrong					

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	(Guru bahasa Inggris kami dapat menerima dan meminta maaf jika berbuat kesalahan)					
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UIN SUSKA RIAU

## “Questionnaire for Students’ Perspective of English Teacher’s Interpersonal Behavior”

Name :

Class :

### Instruction:

1. This questionnaire is written for collecting the data of the research purpose only
2. This questionnaire does not influence your score, so please answer each question honestly
3. You are required to give the V sign (√) to each statement on the answer that you think appropriate for your choice
4. Thank you for your participation

Number	Questions	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
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2	Our English teacher holds students attention (Guru bahasa Inggris kami memegang kendali terhadap perhatian siswa)					
3	Our English					

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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	teacher can set task and determine the procedure clearly (Guru bahasa Inggris kami dapat membuat tugas dan mengatur prosedurnya secara jelas)					
4	Our English teacher behaves in a considerate manner to the students (Guru bahasa Inggris kami berperilaku sebagaimana mestinya terhadap siswa)					
5	Our English teacher can take a joke during classroom (Guru bahasa Inggris kami dapat membuat candaan selama pembelajaran)					
6	Our English teacher's class is pleasant (Kelas yang diajarkan oleh guru bahasa Inggris kami menyenangkan)					
7	Our English teacher keeps norm and rules tight (Guru bahasa Inggris kami memegang teguh norma dan aturan-aturan)					
8	We have not to					



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  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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	make a noise in our English teacher's class (Kami tidak boleh berisik selama pembelajaran bahasa Inggris)					
9	Our English teacher gives us correction and punishment if we make mistake (Guru bahasa Inggris kami mengoreksi dan memberi hukuman jika kami berbuat salah)					
10	Our English teacher can accept apologies (Guru bahasa Inggris kami dapat menerima permintaan maaf siswa)					
11	Our English teacher is patient (Guru bahasa Inggris kami adalah orang yang sabar)					
12	If we have something to say, our English teacher will listen with interest (Jika kami ingin memberikan pendapat, Guru bahasa Inggris kami akan mendengarkan dengan seksama)					
13	We can decide some things in our					



### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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	English teacher's class (Kami dapat mengambil keputusan sendiri terhadap beberapa hal di dalam kelas)					
14	Our English teacher gives us some free time to let off steam in the class (Guru bahasa Inggris kami memberikan kami jeda waktu sejenak untuk melepas lelah)					
15	If we don't agree with our English teacher, we can talk about it (Jika kami tidak setuju terhadap Guru bahasa Inggris kami, kami dapat mendiskusikanya)					
16	Our English teacher sometimes keep quiet and wait for silence if we disappoint her (Terkadang Guru bahasa Inggris kami akan diam dan menunggu kami tenang jika kami membuatnya kecewa)					
17	Our English teacher keeps to be carefull in delivering material					

State Islamic University of Sultan Syarif Kasim Riau



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	to avoid misunderstanding (Guru bahasa Inggris kami tetap berhati-hati hati dalam menyampaikan materi untuk menghindari kesalahpahaman)					
18	Our English teacher can admit and apologize if something is in the wrong (Guru bahasa Inggris kami dapat menerima dan meminta maaf jika berbuat kesalahan)					

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

# APPENDIX II

## The Validity of Questionnaire

UIN SUSKA RIAU

State Islamic University of Suran Syarif Kasim Riau

**Questions number**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No	Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	Student 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	85
2	Student 2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	85
3	Student 3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	85
4	Student 4	1	2	3	4	4	4	4	3	3	3	4	4	4	4	3	4	3	3	4	4	78
5	Student 5	5	5	4	4	5	5	4	3	4	3	3	5	4	4	3	3	4	4	4	4	82
6	Student 6	5	4	4	4	3	4	4	3	4	3	4	4	4	4	3	4	4	4	4	4	77
7	Student 7	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	3	4	4	77
8	Student 8	3	4	4	5	4	4	5	4	5	4	4	4	4	4	4	4	5	5	4	5	88
9	Student 9	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	97
10	Student 10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	79
11	Student 11	4	3	4	4	4	4	4	3	3	3	3	3	2	3	2	3	2	4	4	4	69
12	Student 12	5	4	5	5	4	5	5	3	4	5	5	5	5	4	4	4	4	4	4	3	88
13	Student 13	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	91
14	Student 14	3	3	3	5	4	5	4	3	4	3	5	5	5	3	3	4	3	3	4	4	89
15	Student 15	4	3	5	5	5	5	5	4	5	5	5	5	5	3	3	4	5	5	5	5	90
16	Student 16	3	4	4	4	5	5	5	3	3	3	5	5	4	4	3	4	3	3	4	4	76
17	Student 17	4	4	4	4	5	5	5	3	3	3	5	5	4	4	3	4	3	3	4	4	76
18	Student 18	1	2	2	4	4	3	3	2	3	3	4	3	3	3	3	4	3	3	3	3	69
19	Student 19	3	4	4	4	4	3	4	3	4	3	4	4	4	4	3	3	4	3	4	4	73
20	Student 20	3	3	4	4	4	4	5	3	3	3	4	4	4	2	3	4	3	4	4	4	72
21	Student 21	4	4	4	4	3	4	4	4	3	4	4	4	4	4	3	4	3	5	3	4	79
22	Student 22	4	3	4	4	4	5	5	3	3	3	4	5	5	4	4	4	3	3	5	4	76
23	Student 23	5	5	5	5	5	5	5	3	2	4	5	5	4	4	3	4	3	3	5	4	82
Total		0.054	0.782	0.809	0.984	0.415	0.818	0.609	0.156	0.387	0.686	0.764	0.689	0.839	0.733	0.929	0.884	0.608	0.499	0.821	0.888	1786
Average		0.413	0.418	0.419	0.413	0.413	0.413	0.413	0.413	0.413	0.413	0.413	0.413	0.413	0.413	0.413	0.413	0.413	0.413	0.413	0.413	0.413
Result		Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Invalid	Valid	Valid	Valid

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State Islamic University of Sultan Hassanudin



Tabel Nilai Koefisien Korelasi "r" Product Moment taraf signifikan 5% dan 1% (two tailed test)\*

df	TARAF SIGNIFIKAN		df	TARAF SIGNIFIKAN	
	5%	1%		5%	1%
1	0,997	1,000	24	0,388	0,496
2	0,950	0,990	25	0,381	0,487
3	0,878	0,959	26	0,374	0,478
4	0,811	0,917	27	0,367	0,470
5	0,754	0,874	28	0,361	0,463
6	0,707	0,834	29	0,355	0,456
7	0,666	0,798	30	0,349	0,449
8	0,632	0,765	35	0,325	0,418
9	0,602	0,735	40	0,304	0,393
10	0,576	0,708	45	0,288	0,372
11	0,553	0,684	50	0,273	0,354
12	0,532	0,661	60	0,250	0,325
13	0,514	0,641	70	0,232	0,302
14	0,497	0,623	80	0,217	0,283
15	0,482	0,606	90	0,205	0,267
16	0,468	0,590	100	0,195	0,254
17	0,456	0,575	125	0,174	0,228
18	0,444	0,561	150	0,159	0,208
19	0,433	0,549	200	0,138	0,181
20	0,423	0,537	300	0,113	0,148
21	0,413	0,526	400	0,098	0,128
22	0,404	0,515	500	0,088	0,115
23	0,399	0,505	1000	0,062	0,081

\* Diambil kembali dari Stephen Isaac & William B. Michael, *Handbook in Research and Evaluation*, California, Edits, 1982, hal : 230.

Analisis Item Instrumen

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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# APPENDIX III

Students' Questionnaire Score

UIN SUSKA RIAU



### Hak Cipta Dilindungi Undang-Undang

Angka Suska Riau

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

# APPENDIX IV

Students' Achievement Score

UIN SUSKA RIAU

## PAS GANJIL 2018-2019

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MAPEL

: BAHASA INGGRIS/WAJIB

KELAS : X MIPA 8

No	ID	Secondary ID	True	False	Score
1	23102 601 1	AFIFAH AMALIA RAHMAH	41	9	82
2	23102 602 1	ALIFA RACHMAH	46	4	92
3	23102 603 1	ANANDA FITRA DIRAJA	46	4	92
4	23102 604 1	ANNISA AKMALIA	36	14	72
5	23102 605 1	ASTI DISFADHILLA	43	7	86
6	23102 606 1	AULIA RAHMAN	42	8	84
7	23102 607 1	DARADINANTI A NAZAR	45	5	90
8	23102 608 1	DIAN EKA TIVENDA	42	8	84
9	23 102 609 1	DZAKY FIANTINO	48	2	96
10	23 102 610	FIRDA LUTHFIANI	38	12	76
11	23 102 611 1	HABIBIE KHAIRIL	45	5	90
12	23 102 612 1	HIRZY FAKHRIADH A H	47	3	94
13	23 102 613 1	M FATHUR RAHMAN	46	4	92
14	23 102 614 1	M HADZIQ RAFLI FASYA	34	16	68
15	23 102 615 *	M NAUFAL ATHAULLAH	36	12	72
16	23 102 616 1	M RIJALULHAQ L	40	7	80
17	23 102 617 1	NABILA HALWA ASIZA	45	5	90
18	23 102 618 1	PUTI ZAKIYAH RAISA A	44	6	88
19	23 102 619 1	RAIHAN PS	45	5	90
20	23 102 620 1	SALSA BILLA RANI	45	5	90
21	23 102 621 1	SAUSAN HABIIBAH M	47	3	94
22	23 102 622 1	VIRGINIA PUTRI A	43	7	86
23	23 102 623 1	WINDI PUTRI JAYANTI	40	10	80
24	23 102 624 1	YOGA SUNAMI	44	6	88
25	23 102 625 1	ZAHWA KHAIRANI AZHAR	44	6	88

Pekanbaru, Mei 2019

  
 Heriani Saputri, M.Pd

UIN SUSKA RIAU

State Islamic University of Sultan Syarif Kasim Riau

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PAS GANJIL 2018-2019

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MAPEL

: BAHASA INGGRIS/WAJIB

KELAS : X MIPA 10

Secondary_ID	True	False	Score
25 102 660 1	38	12	76
25 102 661 1	43	7	86
25 102 662 1	44	6	88
25 102 663 1	38	12	76
25 102 664 1	41	9	82
25 102 665 1	44	6	88
25 102 666 1	43	7	86
25 102 667 1	45	5	90
25 102 668 1	43	7	86
25 102 669 1	44	6	88
25 102 670 1	44	6	88
25 102 671 1	42	7	84
25 102 672 1	45	5	90
25 102 673 1	43	7	86
25 102 674 1	46	4	92
25 102 675 1	44	6	88
25 102 676 1	44	6	88
25 102 677 1	45	5	90
25 102 678 1	37	13	74
25 102 679 1	45	5	90
25 102 680 1	47	3	94
25 102 681 1	38	12	76
25 102 682 1	44	6	88
25 102 683 1	42	8	84
25 102 684 1	42	8	84

Pekanbaru, Mei 2019

Heriani Saputri, M.Pd

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

1. Diarahkan untuk mengutip atau mengutip sumber.
2. Diarahkan untuk mengutip atau mengutip sumber.



**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

# APPENDIX V

Thesis Guide Activity

UIN SUSKA RIAU



Hak Cipta

Salinji Undang-Undang

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# LEMBAR DEPOSI

Judul Buku :

Kode : 009

No. : Pengajuan Judul Skripsi

Nomor :

Tanggal : 28 Desember 2018

Nama : Hafizah P. Pratiwi  
11614200493

Tipe Pengajuan :

Cat: Biasa

INSTRANSI (FORMER)

Diterima Kapada :

1. Kapur PBS 28/12 2018 U

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4.

5.

6.

Pembelindan  
Melgis Dilkawati, P., M.Pd  
27/12/18

\*)

Kapada bawah "Instruksi" atau "Informasi"

Kapada atas "Informasi" coret "Instruksi"

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU



UN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Suardarmas No. 100 Km. 18 Tempah Pekanbaru Riau 28293 PO BOX 1004 Temp. (3781) 581647  
Fax. (3781) 581647 Email: info@uin-suska-riau.ac.id E-mail: info@uin-suska-riau.ac.id

Nomor  
Surat  
Lamp.  
Hal

Un 04/E.II.4/PP 00 9/201/2019

Pekanbaru, 03 Januari 2019

Pembimbing Skripsi

Kepada  
Yth. Melgis Dilkawaty Pratama, M Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

Assalamu 'alaikum warhamatullahi wabarokatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa

Nama : HAFIZAH P. PRATIWI  
NIM : 11614200493  
Jurusan : Pendidikan Bahasa Inggris  
Judul : The Correlation between Teacher's Interpersonal Behavior and Students' Achievement at State Senior High School 1 tualang  
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I



Alimuddin, M.Ag

19660924 199503 1 002

embusan

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang untuk menjiplak atau menyalin sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
- a. Penjiplakan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Penjiplakan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Pekanbaru, 27 September 2019

Un.04/F.II.4/PP.00.9/14344/2019

Biasa

**Pembimbing Skripsi (Perpanjangan)**

Tepada

Yth. Melgis Dilkawaty Pratama, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
 Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : HAFIZAH P. PRATIWI

NIM : 11614200493

Jurusan : Pendidikan Bahasa Inggris

Judul : The Correlation between Students' Perspective of Teacher's Interpersonal Behavior and Students' English Achievement at State Islamic Senior High School 2 Pekanbaru

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I



Dr. Drs. Alimuddin, M.Ag

NIP. 19660924 199503 1 002

embusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**

كلية التربية والتعليم

**FACULTY OF EDUCATION AND TEACHER TRAINING**

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

Jenis yang dibimbing :

a. Seminar usul Penelitian :

b. Penulisan Laporan Penelitian :

Nama Pembimbing :

a. Nomor Induk Pegawai (NIP) :

Nama Mahasiswa :

Nomor Induk Mahasiswa :

Kegiatan :

:  
:  
:  
: Melgis Dikawaty Pratama, M. Pd  
:  
: Hafizah P. Pratiwi  
: 11614200493  
:  
:

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
07/01/19	Preparation		
09/09/19	Chapter I		
	Revisi		
	Chapter II		
	Revisi		
	Chapter III		
	Revisi		
10/09/19	ACC proposal		

Pekanbaru, April ..... 2019  
Pembimbing,

Melgis Dikawaty Pratama, M. Pd  
NIP. 130117074

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0781) 7077307 Fax. (0781) 21129

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

Jenis yang dibimbing :

a. Seminar usul Penelitian :

b. Penulisan Laporan Penelitian :

2. Nama Pembimbing :

3. Nomor Induk Pegawai (NIP) :

4. Nama Mahasiswa :

5. Nomor Induk Mahasiswa :

6. Kegiatan :

Melgis Dikawaty Pratama, M. Pd

Hafizah P. Pratiwi  
1614200493

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
09/09/19	Instrument (Questionnaire)		
15/09/19	"		
10/09/19	ACC Instrument		
11/11/19	Validity & Reliability		
11/11/19	Tables &		
11/11/19	Normality & Linearity		
11/11/19	Chapter V		
10/12/19	ACC Munqasyah		

Pekanbaru, Desember 2019  
Pembimbing,

Melgis Dikawaty Pratama, M. Pd  
NIP. 130117079

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruhnya tanpa izin UIN Suska Riau.





UIN SUSKA RIAU

## LAMPIRAN BERITA ACARA UJIAN PROPOSAL

HAFIZAH P. PRATIWI

11619200493

KAMIS / 16 - 05 - 2019

"The Correlation between Students' Perspective of Teacher's Interpersonal Behavior and Students' English Achievement at State Islamic Senior High School 2 Pekanbaru"

### URAIAN PERBAIKAN

- Find the Problem (s)
- Improve your formulation of the problem
- Improve your assumption and hypothesis

Refer to APA style

State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU

Penguji I

Harum Natasha, M.Pd

Pekanbaru, 16 - 05 - 2019

Penguji II

Robi Kurniawan, S.Pd, M.A

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah b. Pengutipan tidak akan menimbulkan kerugian bagi pihak yang berkepentingan UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah b. Pengutipan tidak akan menimbulkan kerugian bagi pihak yang berkepentingan UIN Suska Riau.



Alamat: Jl. H. R. Soebrantas Km. 15 Tampar Pekanbaru Riau 28293 PO BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

Hafizah P. Pratiwi  
NIM. 11614200493

State Islamic University







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU  
MADRASAH ALIYAH NEGERI (MAN) 2**

AKREDITASI : A

( NSM : 13.1.1.14.71.0002 NPSN.10498812 )

Jalan Diponegoro Nomor 55 Telephon / Faximile ( 0761 ) 23242 Pekanbaru

Website: <http://www.man2pekanbaru.sch.id> E-mail : [info@man2pekanbaru.sch.id](mailto:info@man2pekanbaru.sch.id)



**SURAT KETERANGAN**

Nomor : 164 /Ma.04.7/PP.00 6/03/2019

Yang bertanda tangan dibawah ini, **Kepala Madrasah Aliyah Negeri (MAN) 2 Kota Pekanbaru**, menerangkan bahwa :

**Nama** HAFIZAH P.PRATIWI  
**NIM** 11614200493  
**Fakultas** TARBIYAH DAN KEGURUAN UIN SUSKA RIAU  
**Jurusan** PENDIDIKAN BAHASA INGGRIS

Diberikan izin untuk melaksanakan PraRiset di Madrasah Aliyah Negeri (MAN) 2 Kota Pekanbaru guna mendapatkan data yang berhubungan dengan penelitiannya.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya, atas kerjasamanya diucapkan terima kasih.

Dikeluarkan di : Pekanbaru

Tanggal : 23 Maret 2019



**TEMBUSAN :**

1. Kementerian Agama Kota Pekanbaru
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau
3. Yang bersangkutan



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
كلية التربية والتعليم  
**FACULTY OF EDUCATION AND TEACHER TRAINING**

Jl. H. R. Soebrandt No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Un.04/F.II/PP.00.9/8702/2019

Pekanbaru, 18 Juni 2019 M

Biasa  
E(Satu) Proposal  
**Mohon Izin Melakukan Riset**

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : HAFIZAH P. PRATIWI  
NIM : 11614200493  
Semester/Tahun : VI (Enam)/ 2019  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Correlation between Students Perspective of Teachers Interpersonal Behavior and Students English Achievement at State Islamic Senior High School 2 Pekanbaru

Lokasi Penelitian : MAN 2 PEKANBARU

Waktu Penelitian : 3 Bulan (18 Juni 2019 s.d 18 September 2019)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor  
Dekan



Muhammad Syaifuddin, S.Ag., M.Ag

NIP.19700704 199803 1 001

Pembusan :  
Rektor UIN Suska Riau



# PEMERINTAH PROVINSI RIAU

## DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

### REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/23512  
T E N T A N G



182010

### PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Pernyataan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau, Nomor : Un.04/F.II/PP.00.9/8702/2019 Tanggal 18 Juni 2019**, dengan ini memberikan rekomendasi kepada :

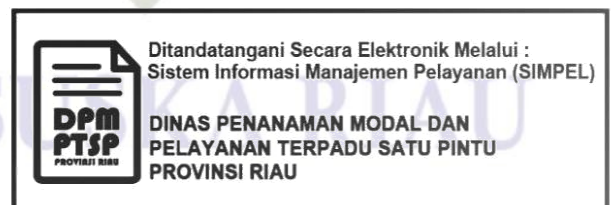
- |                      |   |   |
|----------------------|---|---|
| 1. Nama              | : | <b>HAFIZAH P. PRATIWI</b>   |
| 2. NIM / KTP         | : | 11614200493   |
| 3. Program Studi     | : | PENDIDIKAN BAHASA INGGRIS   |
| 4. Jenjang           | : | S1  |
| 5. Alamat            | : | PEKANBARU   |
| 6. Judul Penelitian  | : | <b>The Correlation between Students' Perspective of Teacher's Interpersonal Behavior and Students' English Achivement at State Islamic Senior High School 2 pekanbaru</b> |
| 7. Lokasi Penelitian | : | MAN 2 PEKANBARU   |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru  
Pada Tanggal : 21 Juni 2019



#### Tembusan :

#### Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
4. Yang bersangkutan



**PEMERINTAH KOTA PEKANBARU**  
**BADAN KESATUAN BANGSA DAN POLITIK**

JL. ARIFIN AHMAD NO. 39 TELP. / FAX. (0761) 39399 PEKANBARU

**REKOMENDASI PENELITIAN**

Nomor : 071/BKBP-REKOM/2019/2075



232018

- Dasar : Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian.
- Menimbang : Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPTSP/NON IZIN-RISET/23512 tanggal 21 Juni 2019, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru memberikan Rekomendasi kepada :

1. Nama : **HAFIZAH P. PRATIWI**
2. NIM : **11614200493**
3. Fakultas : **TARBIYAH DAN KEGURUAN UIN SUSKA RIAU**
4. Jurusan : **PENDIDIKAN BAHASA INGGRIS**
5. Jenjang : **S1**
6. Alamat : **DESA TANJUNG INDAH KEC. LUBUK LINGGAU BARAT I-KOTA LUBUK LINGGAU-SUMATERA SELATAN**
7. Judul Penelitian : **THE CORRELATION BETWEEN STUDENTS' PERSPECTIVE OF TEACHER'S INTERPERSONAL BEHAVIOR AND STUDENTS' ENGLISH ACHIVEMENT AT STATE ISLAMIC SENIOR HIGH SCHOOL 2 PEKANBARU**
8. Lokasi Penelitian : **KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU**

Dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 2 (dua) bulan terhitung mulai tanggal Rekomendasi ini dibuat.
3. Berpakaian sopan, mematuhi etika kantor/lokasi penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
4. Menyampaikan hasil Riset 1 (satu) rangkap kepada Badan Kesatuan Bangsa dan Politik Kota Pekanbaru sesuai pasal 23 PERMENDAGRI No. 64 Tahun 2011.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 25 Juni 2019

a.n. KEPALA BADAN KESATUAN BANGSA  
DAN POLITIK KOTA PEKANBARU  
SEKRETARIS

**H. MAISISCO, S.Sos, M.Si**  
NIP. 197105141994031007

Tembusan  
Di Sampaikan Kepada Yth :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru
2. Yang Bersangkutan.

2. Dilarang mengumpulkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sunan Kalijaga

Syarif Kasim Riau





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU**

Jalan. Arifin Achmad Simpang Rambutan Nomor.1. Pekanbaru 28294

Telp. 0761 66513, 66504, 61802 Faxmille 66513

Email: [tu.pekanbaru@yahoo.co.id](mailto:tu.pekanbaru@yahoo.co.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : B- 4343/Kk.04.5/TL.00/07/2019  
Sifat : Biasa  
Lampiran : -  
Hal : Rekomendasi Penelitian

27 Juni 2019 M  
23 Syawal 1440 H

Yth. Kepala MAN 2 Pekanbaru

Dengan hormat,

Memperhatikan maksud surat Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru No: 071/BKBP-REKOM/2019/2075, tanggal 25 Juni 2019, perihal seperti pokok surat, akan datang menghadap Saudara :

Nama : HAFIZAH P.PRATIWI  
NIM : 11614200493  
Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU  
Jurusan : PENDIDIKAN BAHASA INGGRIS  
Jenjang : S1  
Alamat : DESA TANJUNG INDAH KEC. LUBUK LINGGAU-BARAT  
KOTA LUBUK LINGGAU-SUMATERA SELATAN

Bermaksud melakukan penelitian di Madrasah yang saudara pimpin, guna mendapatkan dan mengumpulkan data yang diperlukan dalam rencana penelitian dengan judul :

**" THE CORRELATION BETWEEN STUDENT' PERSPECTIVE OF TEACHER'S INTERPORSONAL BEHAVIOR AND STUDENTS' ENGLISH ACHEVMENT AT STATE ISLAMIC SENIOR HIGH SCHOOL 2 PEKANBARU ".**

Untuk maksud tersebut kiranya saudara dapat memberikan bantuan/informasi yang diperlukan sepanjang yang bersangkutan dapat mematuhi ketentuan/peraturan yang berlaku semata-mata untuk kepentingan ilmiah.

Demikian surat izin riset/penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya, atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.



Edwar s. Umar

Tembusan:

1. Ka Kanwil Kementerian Agama Propinsi Riau
2. Dea Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
3. Yang bersangkutan.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN Sunan Kalijaga Semarang

State Islamic University of Sultan Kasim Riau



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU  
MADRASAH ALIYAH NEGERI ( MAN ) 2 PEKANBARU**



AKREDITASI : A  
( NSM : 13.1.1.14.71.0002 NPSN.10498812 )  
Jl. Diponegoro No. 55 Telp/Fax.(0761) 23242 Pekanbaru  
Website: <http://www.man2pekanbaru.sch.id> E-mail: [info@man2pekanbaru.sch.id](mailto:info@man2pekanbaru.sch.id)

**SURAT KETERANGAN**

Nomor : B – 428/Ma.04.7/PP.00.6/10/2019

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri (MAN) 2 Pekanbaru, menerangkan bahwa :

Nama : HAFIZAH P. PRATIWI  
NIM : 11614200493  
Institusi : UIN SUSKA RIAU  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Jenjang : S-1  
Alamat : DESA TANJUNG INDAH KEC. LUBUK LINGGAU – BARAT KOTA LUBUK LINGGAU – SUMATERA SELATAN

Telah melaksanakan penelitian di MAN 2 Pekanbaru tanggal 03 Oktober s.d 24 Oktober 2019 dengan judul **"THE CORRELATION BETWEEN STUDENT' PERSPECTIVE OF THE TEACHER'S INTERPERSONAL BEHAVIOR AND STUDENTS' ENGLISH ACHIEVMENT AT STATE ISLAMIC SENIOR HIGH SCHOOL 2 PEKANBARU "**.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya, atas kerjasamanya diucapkan terimakasih.

Dikeluarkan di : Pekanbaru  
Pada Tanggal : 29 Oktober 2019



Kepala,

**NORERLINDA**  
NIP. 197010211998032002

**TEMBUSAN**

1. Ka. Kanwil Kementrian Agama Provinsi Riau
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
3. Yang Bersangkutan.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU**  
**MADRASAH ALIYAH NEGERI ( MAN ) 2 PEKANBARU**



AKREDITASI : A

( NSM : 13.1.1.14.71.0002 NPSN.10498812 )

Jl. Diponegoro No. 55 Telp/Fax.(0761) 23242 Pekanbaru

Website: <http://www.man2pekanbaru.sch.id> E-mail: [info@man2pekanbaru.sch.id](mailto:info@man2pekanbaru.sch.id)

**SURAT KETERANGAN**

Nomor : B – 428/Ma.04.7/PP.00.6/10/2019

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri (MAN) 2 Pekanbaru, menerangkan bahwa :

Nama : HAFIZAH P. PRATIWI  
 NIM : 11614200493  
 Institusi : UIN SUSKA RIAU  
 Program Studi : PENDIDIKAN BAHASA INGGRIS  
 Jenjang : S-1  
 Alamat : DESA TANJUNG INDAH KEC. LUBUK LINGGAU – BARAT KOTA  
 LUBUK LINGGAU – SUMATERA SELATAN

Telah melaksanakan penelitian di MAN 2 Pekanbaru tanggal 03 Oktober s.d 24 Oktober 2019 dengan judul **"THE CORRELATION BETWEEN STUDENT' PERSPECTIVE OF THE TEACHER'S INTERPERSONAL BEHAVIOR AND STUDENTS' ENGLISH ACHIEVMENT AT STATE ISLAMIC SENIOR HIGH SCHOOL 2 PEKANBARU "**.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya, atas kerjasamanya diucapkan terimakasih.

Dikeluarkan di : Pekanbaru  
 Pada Tanggal : 29 Oktober 2019



Kepala,

**NORERLINDA**

NIP. 197010211998032002

**TEMBUSAN**

1. Ka. Kanwil Kementrian Agama Provinsi Riau
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
3. Yang Bersangkutan.



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## CURRICULUM VITAE



Hafizah P. Pratiwi, the first daughter from Mr. Joka Mulyono and Mrs. Elya Marluti, A.Md. was born in Perawang, January 25<sup>th</sup> 1998. She lived in Lubuklinggan, South Sumatera. In 2004, she was graduated from TK YPPI. Then, in 2010, she was graduated from SD YPPI and continued her study in SMPN 1 TUALANG. In 2013, she finished her study in SMPN 1 TUALANG and continued to SMAN 1 TUALANG. She was graduated from SMAN 1 TUALANG in 2016.

In 2016, she was accepted as one of the students in Department of English Education, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. On July 2019, she was doing KKN (Kuliah Kerja Nyata) in Belading, Sabak Auh, Siak Regency. She also was doing Pre-Service Teacher Practice at SMAN 4 Pekanbaru.

Finally, she followed thesis examination entitled "The Correlation Between Students' Perspective of Teacher's Interpersonal Behavior and Students' English Achievement at State Islamic Senior High School 2 Pekanbaru". She passed the examination and got *Gum Laude* predicate.